

WIA Youth Performance

The Present and Future

Overview

- Data Analysis of Current WIA Youth Performance
- Common Performance Measures
 - In Depth on Each Measure
 - Implementation Timeline
 - Implications

Lessons Learned During Year 3

- States improving on all performance measures and reporting issues not as widespread as in first two years of WIA
- Many areas do not have older youth programs – serving all youth 18 and older as adults
- Continue to need to develop alternative, short term, process-type measures for managing programs

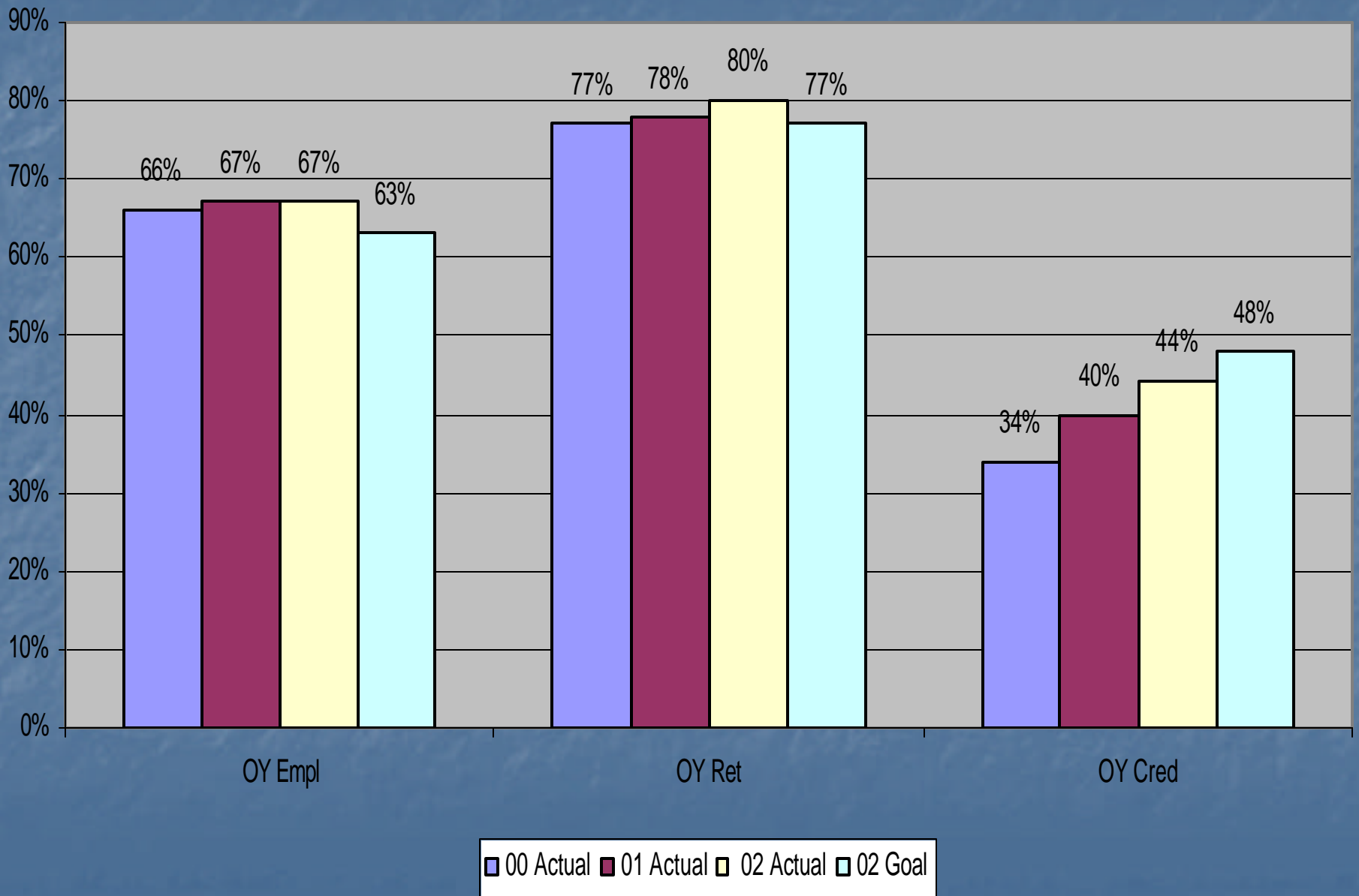
Lessons Learned (continued)

- Varying strategies exist around exiting youth that may not be beneficial to the participants
 - Some areas exit youth early to take credit for outcomes
 - Other areas are not reporting many exits at all and have very low numbers of participants in measures

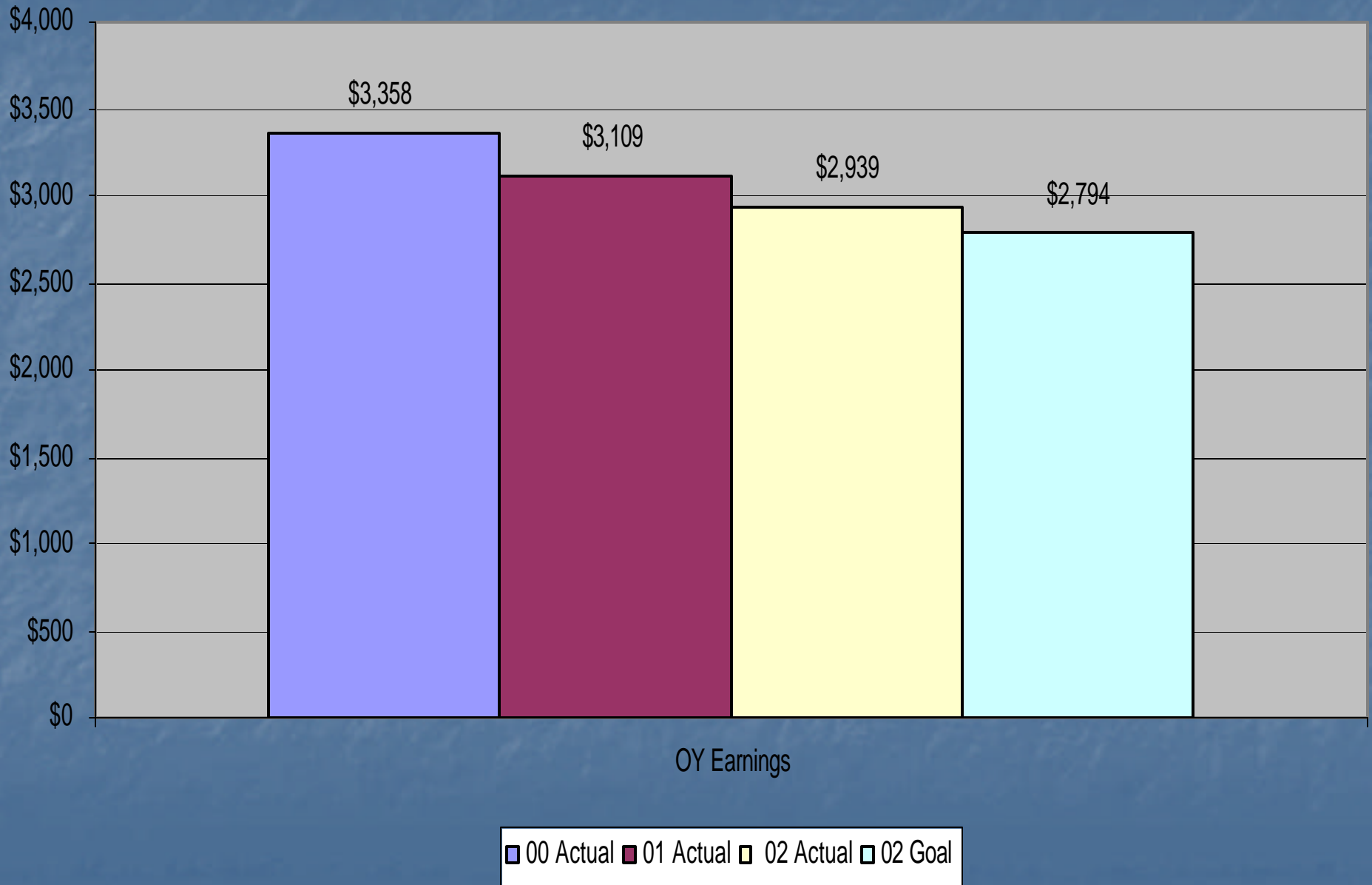
Data Analysis of National Performance for Year Three

- Analysis based on 4th quarter reports
- Older Youth Measures
 - Older Youth Entered Employment, Employment Retention, and Earnings Change rates were all very good.
 - Older Youth Credential Rate only measure not to exceed goal, but did improve.
 - Similar trend as PY 2001

WIA Older Youth Measures



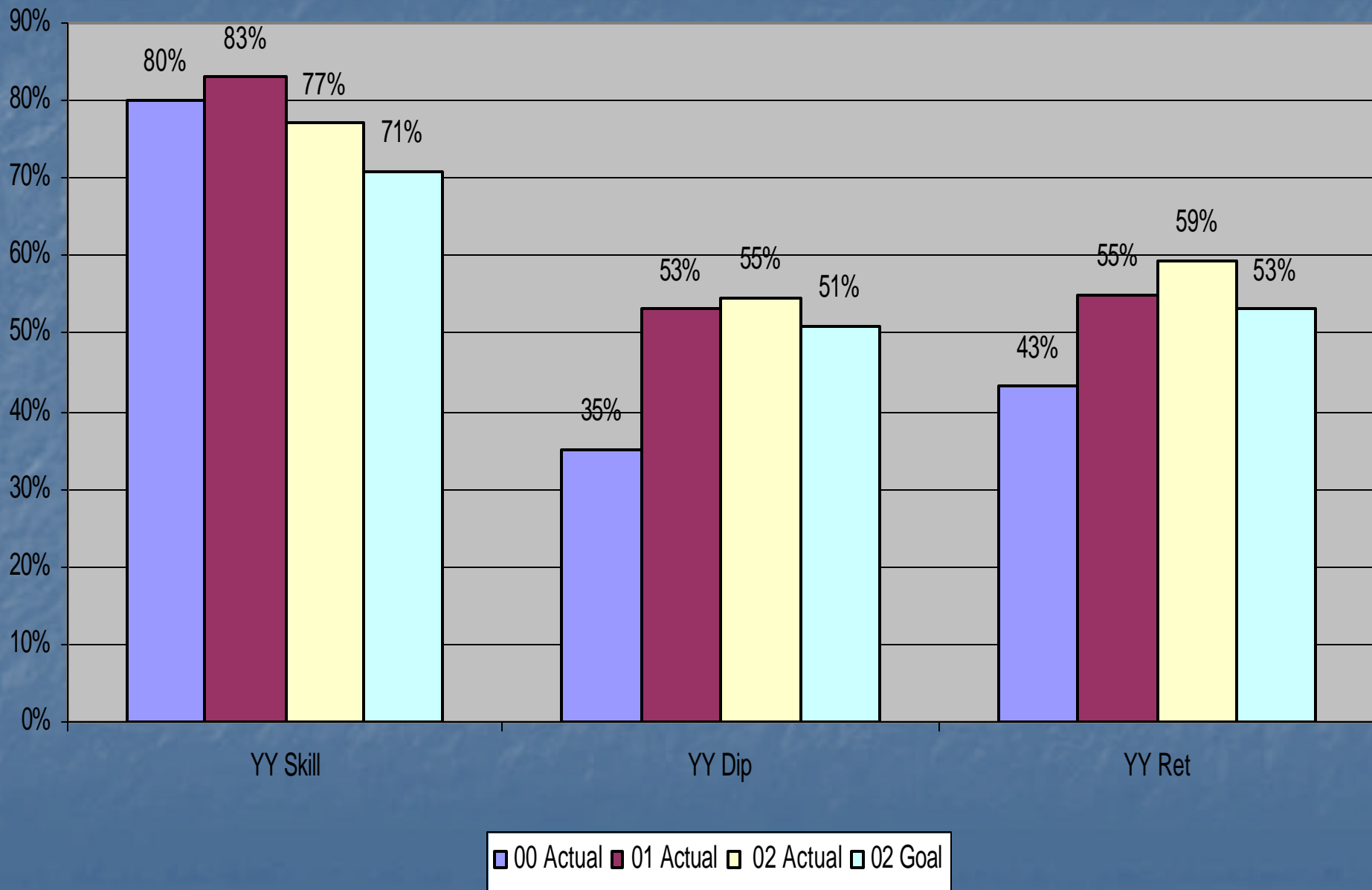
Older Youth Earnings Change



Data Analysis of National Performance for Year Three

- Younger Youth Measures
 - Skill Attainment decreased slightly, but still exceeded national goal
 - Younger Youth Diploma Rate and Retention Rate continue to increase and exceed goals

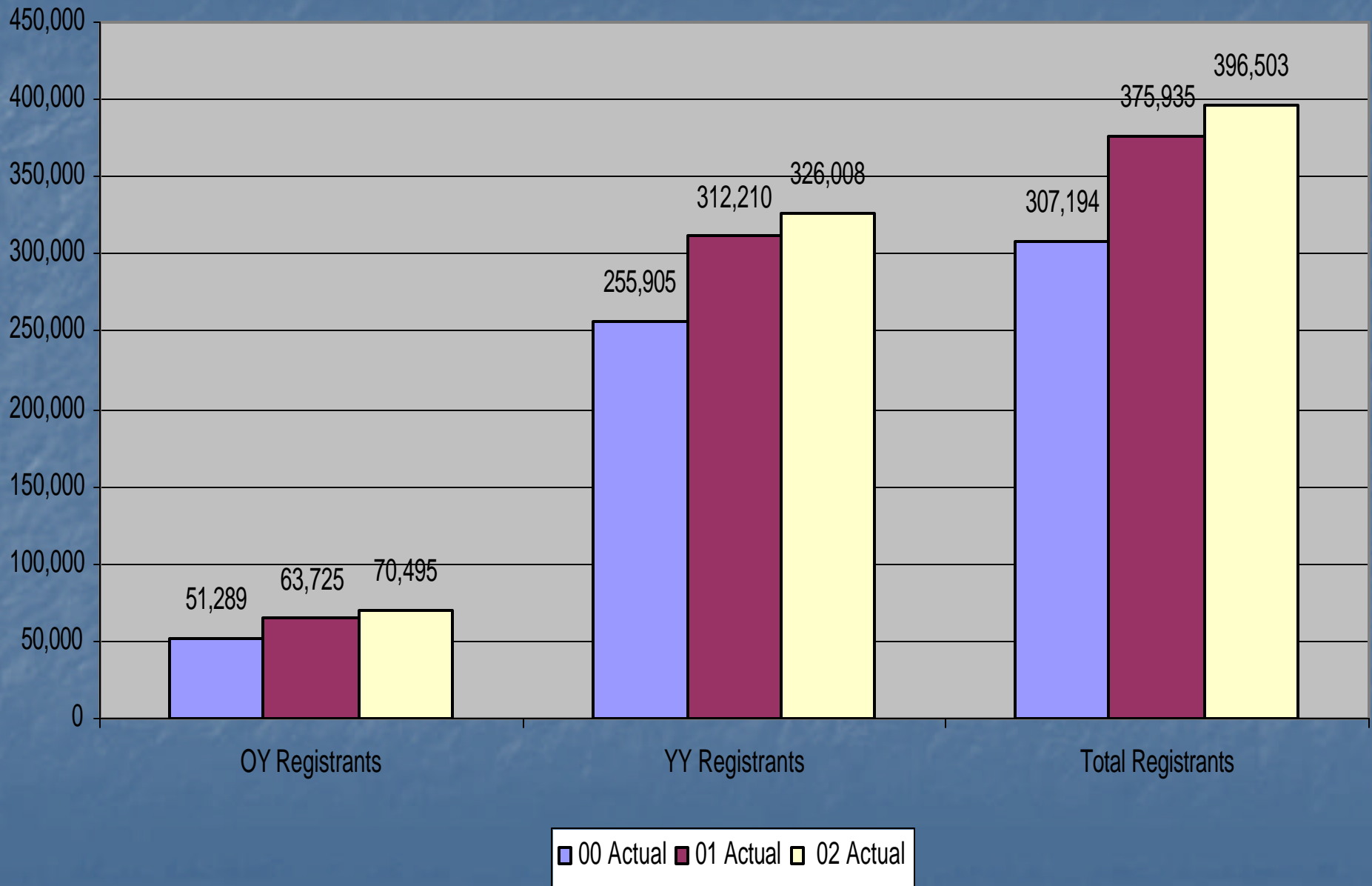
WIA Younger Youth Measures



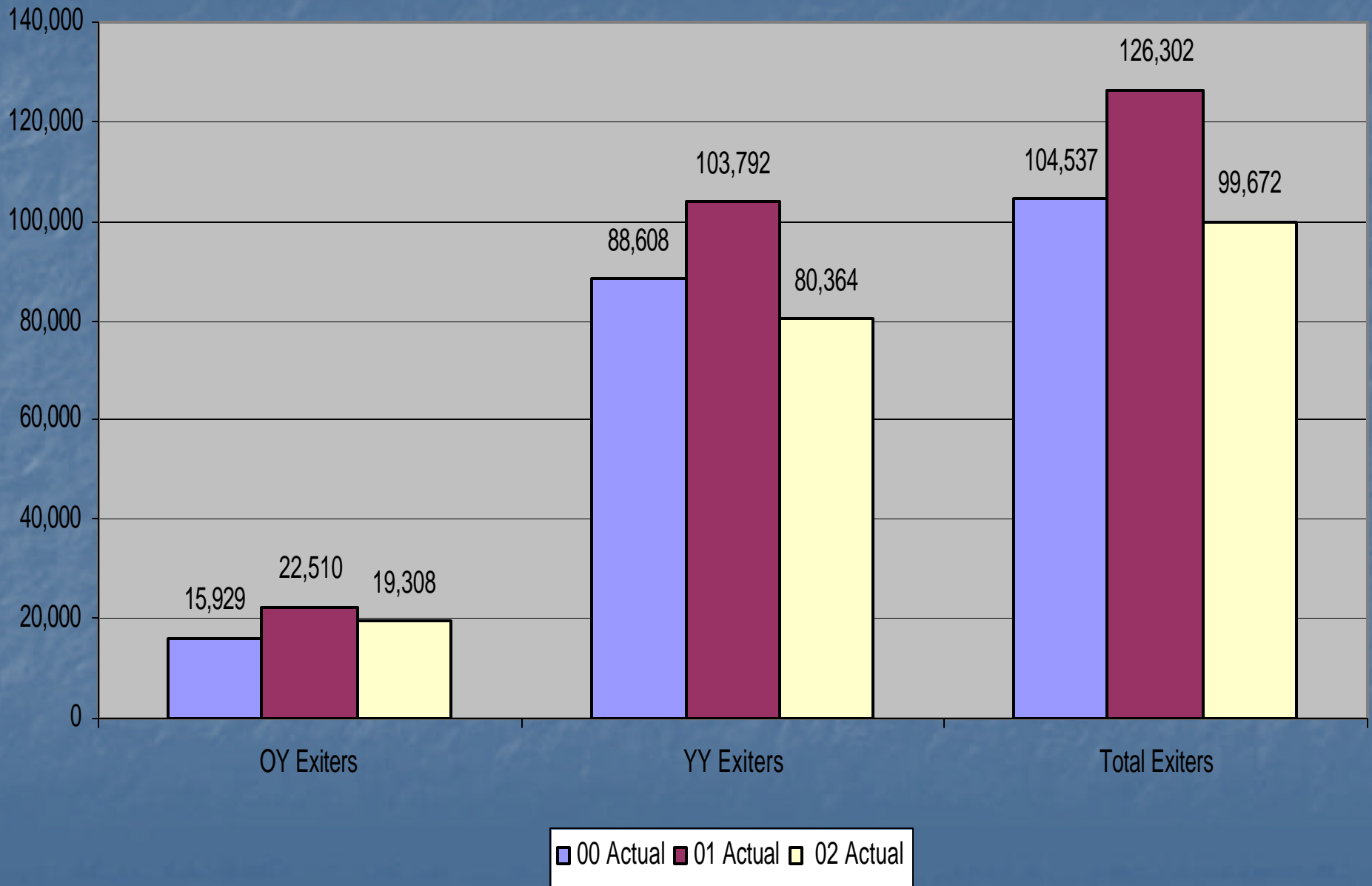
Data Analysis of National Performance – Year Three

- Participant Data
 - Number of Registrants up 9% from last year, while number of exiters up about 24% from this point last year – what does this mean?
 - Two-thirds of the PY 02 Registrants come from first quarter of program year (July – Sep)
 - Awaiting last quarter of exit data for full analysis of exiters

WIA Registrants



WIA Exiters



The Future of WIA Youth

- It appears that under reauthorization, WIA will be primarily focused on OSY
- This will have a significant impact on performance measurement and outcomes
- This needs to be taken into account as we implement the common measures

The Future of WIA Youth Measures

- OMB Common Performance Measures Across Employment and Training Programs
 - Already agreed to by DOL and other agencies
 - Will be implemented in PY 2004
- These common measures will replace the WIA measures
 - Additional measures may be added if not already included in the 4 common measures

Job Training Common Measures for Youth Programs

- Will include all youth, no distinction between younger/older
- 1) Placement in Employment, Education, or Training
- 2) Attainment of a Degree/Certificate
- 3) Literacy/Numeracy Gains
- 4) Efficiency

Program Participation

- A *participant* is an individual who is determined eligible to participate in a program and receives a service funded by the program
- The *participation date* is the date of the first service is received after the individual is determined eligible
- An individual must be a *participant* in order to count in the performance calculations

Program Exit

- Exit occurs when a participant does not receive a service for 90 consecutive days
- There is no more concept of “hard exit” only what was a “soft exit”
- The *exit* date is the date of the last service for the *participant*
- For measures using UI wage records, the *exit* quarter is the quarter containing the *exit* date

Global Exclusions

- Exclusions from all common measures:
 - Persons institutionalized (exception is the Responsible Reintegration of Youthful Offenders)
 - Persons unable to continue due to health/medical or family care reasons
 - Deceased
 - Reservists called to active duty

Placement in Employment or Education

Of those who are not in any of the following at date of participation - post-secondary education, employment, or the military:

Number of participants in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the quarter after exit

Number of exiters

Placement (cont.)

- Those in secondary school at exit are excluded
- Individuals in post-sec, employment, military at date of participation are excluded
 - Status at date of participation based on information collected from participant
- Advanced Training definition is more long-term, outcome oriented

Comparison to Current Measures

- Similar to current YY Retention measure in that it recognizes the same outcomes – improvement from OY Entered Employment
- However, it includes first quarter after exit only – no concept of retention or earnings change in common measures for youth programs
- Tighter definition of Advanced Training

Degree/Certificate Attainment

Of those enrolled in education at participation
or any time during the program:

Number attaining a diploma, GED or certificate
by the end of the 3rd quarter after exit

Number of exiters

Attainment of Degree/Certificate (cont.)

- Education refers to those in secondary, post-secondary, adult education, or any other organized program of study that leads to a diploma, GED, or certificate
- Those in secondary school at exit excluded
- Diplomas, GEDs, or certificates can be obtained while a person is still receiving services or at any point prior to the end of the 3rd quarter after exit

Definition of Certificate

A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Recognition of generic pre-employment and/or work readiness skills are not considered certificates.

Definition of Certificate (cont.)

- Awarding Institutions include:
 - A State educational agency
 - Institution of higher education
 - Professional, industry or employer organization or a product manufacturer
 - Registered apprenticeship program
 - Public regulatory agency
 - A program approved by the Department of Veterans Affairs
 - Office of Job Corps

Comparison to Current Measures

- This measure is similar to a combination of the YY Diploma Rate and OY Credential Rate, but with a tighter definition of certificate
- Narrower denominator than current credential measure: includes only those in education
- Does not have employment component as the current credential measure does

Literacy and Numeracy Gains

Of those who are basic skills deficient:

Number who increase one or more
educational functioning levels

Number who
completed a year
of participation

+

Number who exit
before completing a
year of participation

Literacy and Numeracy Gains (cont.)

- Excludes persons who are not basic skills deficient
- Includes individuals with learning disabilities
- To be included in the numerator, an individual must advance one or more Adult Basic Education (ABE) or English as a Second Language (ESL) functioning levels
- Levels consistent with Adult Basic Ed. National Reporting System (NRS)

Literacy/Numeracy (cont.)

- Requires the use of the same standardized test for both pre and post assessments (pre-test must occur w/in 60 days of date of participation)
- Individuals should be post-tested by the end of one year of participation and compared to pre-test results obtained during the initial assessment
- If an individual continues to be basic skills deficient after the first 12 months of participation, then s/he should continue to receive training in literacy and/or numeracy skills
- Participants should be post-tested and included in the measure at the completion of the 2nd year if they complete two years in the program

Assessment Tool

- Must use one of NRS cross-walked tests or equate alternate test to NRS scale
- Tests cross-walked with ABE and ESL levels include:
 - Comprehensive Adult Student Assessment Instrument (CASAS)
 - Test of Adult Basic Education (TABE)
 - Adult Basic Learning Examination (ABLE)
 - Adult Measures of Educational Skills (AMES)
 - Student Performance Levels for ESL
 - Basic English Skills Test (BEST) for ESL
 - WorkKeys (for the top 3 ABE levels)

Comparison to Current Measures

- Creates specific focus on basic skills rather than broad focus on work readiness, occupational skills, and basic skills
 - Does not mean work readiness and occ. skills no longer important (impact of those skills will be seen in placement rate)
- Standard for success much higher than with less-defined skill attainment rate

Efficiency Measure

Program Appropriation Amount

Number of participants

Efficiency Measure (cont.)

- This is a cost/participant measure, not actually an “efficiency” measure
- The program appropriation level is the amount of federal funding authorized by Congress for the year
- Intended to be a Federal measure, not part of incentives and sanctions
 - To be calculated at the federal level to determine an efficiency outcome for program overall
- ETA may review efficiency outcomes at the state and grantee levels using allotment levels
- Only measure youth have in common with Adult Measures

Data Sources

- UI Wage Records will be the only data source for employment related measures
 - no supplemental data for employment
- Administrative records will be data source for non-employment placements as well as degree or certificate & literacy/numeracy

Implementation

- DOL will begin implementation of common measures in PY 2004 (July 1, 2004)
- Data will be collected through new individual record
 - Reporting Instructions should be published in Federal Register by Feb. 2004

Implementation

- Given that WIA reauthorization has not occurred, it appears the current WIA measures will be reported on in PY 2004
- This means reporting on both WIA youth measures and common measures in '04
 - This will allow for a “transition” year of data collection for the common measures

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